DOCUMENT RESUME

ED 203 537 EC 132 801

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TITLE Interrelationship Between Regular and Special Education Service Delivery Systems for Intervention Attitude of Acceptance Toward Exceptional Children: Facilitator's Manual. Exceptional Child Component.
INSTITUTION Rocky Mountain Teacher Corps Network, Landers, Wyo.
SPONS AGENCY Office of Education (DHEW), Washington, D.C. Teacher Corps.
PUB DATE [80]
NOTE 76p.; Print is small. For related documents, see EC 132 802-809.

EDRS PRICE MF01/PC04 Plus Postage.
DESCRIPTORS Attitudes; Cooperation; Delivery Systems; *Disabilities; Elementary Secondary Education; *Gifted; *Group Activities; Mainstreaming; *Teacher Workshops

ABSTRACT

The facilitator's manual offers guidelines for conducting a workshop for regular educators which focuses on the following objectives--writing a rationale for mainstream education, describing the various instructional models and the role relationships of personnel within each, describing the characteristics and classifications of special students (both handicapped and gifted), and understanding the ways in which expectations and stereotypes of others affect responses/learning/relationships. Sections cover general and specific workshop objectives; materials, space, and equipment; evaluation of the training session; and directions for conducting the workshop. Included among workshop materials are masters for transparencies, articles for service delivery systems, a teacher training program order form, a materials price list, a bibliography, and a list of agencies for the gifted. (SB)

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ED203537

FACILITATOR'S MANUAL

EXCEPTIONAL CHILD COMPONENT

ROCKY MOUNTAIN TEACHER CORPS NETWORK
VERL O. CAZIER, EXECUTIVE SECRETARY

INTERRELATIONSHIP BETWEEN REGULAR AND SPECIAL EDUCATION

SERVICE DELIVERY SYSTEMS FOR INTERVENTION

ATTITUDE OF ACCEPTANCE TOWARD EXCEPTIONAL CHILDREN

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EC132801

AUG 18 1980

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INTRODUCTION

The workshop as proposed in this manual is based on the Facilitator's Manual put out by the Education Service Center to be used as a part of the Teacher Training Program in Mainstreaming Mildly Handicapped Students in the Regular Classroom. Materials to present the workshop must be ordered from the Center in Austin, TX*. Order forms are included in the Workshop Materials section (only the Mainstreaming Kit should be ordered for this workshop). For information on Participant and Facilitator Characteristics and Conducting the Workshop consult the TTP Facilitator's Manual.

This manual includes most of what was presented in the TTP Manual but has been adapted from the original to include the gifted and talented student. The workshop is facilitator-directed and involves total group and small group activities. The workshop is approximately 10-12 hours in length (or two six-hour days).

* Workshop authors are Pamela Bodoin Smith and Glee Ingram Bently. Materials which have been added as an adaptation of this kit are found in the Workshop Materials section.

GENERAL WORKSHOP TOPICS

1. The Interrelationship Between Regular and Special Education.
2. Service Delivery Systems for Intervention.
3. Attitude of Acceptance Toward Exceptional Children.

SPECIFIC WORKSHOP OBJECTIVES

1. To define the concept of mainstreaming.
2. To write a rationale for mainstream education.
3. To compare and contrast mainstream education with traditional special programs.
4. To describe the various instructional models and the role relationships of personnel within each.
5. To become aware of the ways in which differences set people apart
6. To describe the classifications and characteristics of special students.
7. To compare and contrast academic information versus labels as aids in planning for instruction.
8. To appreciate the sense of being "different" as experienced by special students.
9. To describe the ways in which expectations and stereotypes of others affect responses/learning/relationships.

MATERIALS, SPACE AND EQUIPMENT

The instructional media and materials that are provided with the training package are listed in the Facilitator Manual and the materials are located in the Mainstreaming boxes and in the Workshop materials section of this Manual. For "safety's sake" you may wish to make an extra copy of each audiotape. The Preparation sections in the Manual indicate when you will need to make copies of print materials.

There are other materials that you will need to provide. These items are listed in the Facilitator Manual under the category Materials/Equipment. The types of materials you are asked to provide are:

newsprint pad
felt tip pens and pencils
sheets of tagboard, poster board (for learning centers)
chalkboard and chalk
hole punch and string
gummed labels

The equipment you will need:

2 overhead projectors
2 filmstrip projectors
2 screens or paper viewing areas
2 cassette tape recorders

For each day of the training session, you will need enough chairs to accommodate all of the participants, preferably chairs that are easy to move around. You will need at least one working table (cafeteria, modular desk, or library type) for every six chairs. It will be important during each session for the space arrangement to be flexible - so that you can quickly clear a large open space for group movement, then assemble a large group for viewing of media, then break into small groups for tasks, etc. In no case should you use a space that has affixed furniture.

The space that you select for the training sessions will be important. It is highly preferable that the sessions be held in a rather large (though not barny) open space that is conductive to flexible arrangements. If there is an open space learning area in the school in which you are conducting the workshop, use it. Otherwise try the library, the cafeteria of a school or the home economics rooms or a couple of large meeting rooms. You will need enough space to accommodate the number of adults (48 maximum) attending.

The particular room and space arrangements necessary for each part of the training are indicated in the Facilitator Manual under Arrangements. Try to follow them as closely as possible.

EVALUATING THE TRAINING SESSION

The training package is designed to evaluate participant progress in terms of products produced: e.g., a written definition and rationale for mainstreaming, advantages and disadvantages of the various mainstreaming models and so on. These written products (located in the Participant Manual) can help you assess participant progress in relation to the concepts and skills introduced. The debriefing sessions at the end of activities can also be used for evaluation.

On-going process evaluation will be vital to the training program. At the conclusion of the workshop ask the participants to fill out an assessment form (see page 5). It will be very important for you to collect and analyze this data, and modify the training program based on the feedback, so as to continuously improve its effectiveness. You will also be able to gather important feedback on the effectiveness of the training program by critically observing participants as they engage in the activities. You will want to notice level of interest, appropriateness of the activities and materials, level of sophistication of the participants, etc. Your role as facilitator in modifying the program to make it more meaningful and effective is crucial in implementing the training package.

WORKSHOP EVALUATION

Workshop/presentation title_____ Date_____

Consultant Name_____

District _____ Campus(es)_____

Position_____ (Grade level(s)(e.g.,2nd, 7-8...)___

(On questions 1-7, please check only one response)

1. Did you learn anything from the content and activities of this workshop?
   _____ I was engaged in learning throughout the workshop
   _____ I was refreshed and reminded of things I already knew
   _____ I learned little
   _____ I gained a new perspective on how to work more effectively

2. What influence will what you learned at this workshop/presentation have in your daily work?
   _____ Little or no influence
   _____ Will cause me to read, think, or study in the area some more
   _____ Will cause me to attempt some new practices
   _____ Will cause me to make major changes in the way I perform my job

	To a small extent 1	2	3	4	To a great extent 5
3. Did the workshop title and description accurately describe the workshop,	___	___	___	___	___
4. Were the objectives clearly stated?	___	___	___	___	___
5. Did you feel involved (physically, mentally, emotionally) in this workshop?	___	___	___	___	___
6. Was the workshop well organized?	___	___	___	___	___
7. Were the activities presented in an interesting way?	___	___	___	___	___

8. What things in the workshop will be most helpful to you?

9. What things in the workshop will be of little or no help to you?

10. Use the space below for any additional comments.

DIRECTIONS FOR CONDUCTING THE WORKSHOP

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THE INTERRELATIONSHIP BETWEEN REGULAR AND SPECIAL EDUCATION

Time to complete this workshop section: 1 hour and 50 minutes

What is Mainstreaming?

Objective 1: To define the concept of mainstreaming

Materials/Equipment:

Filmstrip/tape: "Manstreaming: Challenge for the '70s"
Transparencies: A - B - 4 - 5 - 7
Participant Manual: page 7
Newsprint/felt-tip pen or chalkboard
Filmstrip projector
Cassette recorder
Overhead projector

Arrangement/Preparation: Arrange the space for large group viewing of filmstrips and transparencies. Provide tables or desks for writing and for small group formation.

Activity 1 — 25 minutes

Turn on the overhead projector, display Transparency A and present an overview of the program:

> In the past, the educational options open to the special student included either segregated special palcement or no placement at all. In response to this changing focus of education for exceptional students, educators have expanded the options for delivery of services. Mainstream education is one of those options. The result is that now regular educators become active members of a team responsible for meeting the educational needs of special students.
>
> This program will focus on skills, concepts and attitudes necessary to the regular educator to successfully mainstream special students into the regular classroom. Specificaly, the program addresses the issues of individualizing instruction, utilizing alternative classroom management strategies, and interfacing the regular and special staffs.

Continue with Transparencies B, 4, and 5 describing the structure of the program. At the completion of the overview, open the floor to questions.

(Note: In using Transparency B, emphasize the point that Gifted and Talented children are included in all definitions of exceptional children and will be included in discussions in this workshop.)

Activity 2 — 15 Minutes

Introduce the evolution of special education with the following:

> The school is an institution established by our society to supplement the family by helping the children acquire skills, knowledge and attitudes needed to live with dignity as independent, self-supporting adults in our society. In response to the mandate to provide mass education, the school has geared programs to the "average child." The average child is a statistic, however, not a person, and school experiences designed for the average child have proved irrelevant for some children - especially those who deviate from the average in their learning patterns and/or in their general behavior. These are the children who failed to learn in school, while others were successful. These are the children who came to be viewed as exceptional and the school, in an effort to provide for the individual differences, evolved modifications of the regular school program to meet their needs. These modified programs were designated as Special Education or Special Programs.

Turn on the overhead projector, display Transparency 7 and introduce the cascade which illustrates the alternatives for delivering services to exceptional students

> The alternative forms of delivering services to special students are best described by the continuum of services model. The continuum of services model simply is a pyramid or cascade shaped model. It means that there are different levels (types) of service for different types of special education problems.
>
> The first level of the model, which encompasses most exceptional students is termed, "regular class placement with resource room support" or "regular class placement with support to regular teacher by consulting teacher." The next level, encompassing a smaller number of exceptional students, might be termed, "regular class placement with part-time resource room placement." And so on; the higher levels encompass an increasingly smaller number of students. The highest level is hospital or residential treatment center placement, full time.

Point to levels I, II, III, IV, as represented on the transparency.

> These levels of the cascade are the ones most representative of mainstream education.
>
> What is mainstream education, and how has it come about? It is your task to find out in the next few minutes.

Activity 3 — 30 minutes

Refer participants to page 7 in their Participant Manuals which outlines the task for writing the definition of mainstream education. Instruct the participants to form into groups of six and to discuss for 5-10 minutes what mainstreaming means to them. Have them record the ideas generated by the small group members in the space provided in the Participant Manual.

After the discussion, present the filmstrip/tape "Mainstreaming: Challenge for the '70s." Encourage the participants to note information from the film that would assist in revising or refining their first definitions.

After the filmstrip, instruct the small groups to refine their definitions of mainstreaming.

> LOOK AT THE IDEAS GENERATED BEFORE YOU VIEWED THE FILM. ARE THERE ANY THAT YOU WOULD MODIFY OR EXPAND NOW? IN YOUR SMALL GROUPS, REACH CONSENSUS ON A DEFINITION OF MAINSTREAM EDUCATION.
>
> GROUP CONSENSUS MEANS THAT A MUTUAL AGREEMENT IS REACHED WITH EVERY MEMBER HAVING THE OPPORTUNITY TO GIVE INPUT. CONSENSUS IS REACHED THROUGH AGREEMENT, NOT MAJORITY RULE OR VOTING. EACH MEMBER OF THE GROUP IS "OK" WITH THE DECISION AND CAN VIEW IT AS BEING THEIRS AS WELL AS THE GROUP'S.

Allow 10 minutes for the small groups to reach consensus and to record their groups definition in the Participant Manual.

Activity 4 — 15 minutes

Have a few of the small group share their definitions with the large group. Record the ideas on newsprint as the recorders report out.

Try to reach large group consensus on a definition and post it on the newsprint. Debrief and process the activity:

> WERE YOUR FIRST DEFINITIONS DIFFERENT FROM THIS DEFINITION?
>
> WHAT WERE THE MAIN DIFFERENCES?

Rationale for Mainstreaming

Objective 2: To write a rationale for mainstream education

Materials/Equipment: Participant Manual, page 8
newsprint/felt pen

Arrangement/Preparation: Arrange the space for small group interaction.
Provide tables or desks for writing

Activity 1 — 25 minutes

LET'S NOW FOCUS ON WHY MAINSTREAM EDUCATION HAS BECOME A VIABLE ALTERNATIVE TO THE SEGREGATED SPECIAL CLASS.

Have the participants turn to page 8 in the Participant Manual, which outlines the task of writing a rationale.

Instruct the participants to enumerate and discuss all the reasons for mainstreaming, recalling items from the filmstrip. Serve as a roving consultant to the small groups during the discussion: answer questions and keep the groups on task.

After 10 minutes, stop the discussion and instruct the individuals to write their rationales in the Participant Manual.

While the participants are writing set up the learning stations for Objective 4. Refer to Objective 4 Preparation/Arrangement directions.

After 10 minutes, have the participants share their rationales in the large group. Write down the major points on newsprint, clarifying items and relating them to the rationale as they are listed.

Allow the participants to express any concerns that they have about mainstreaming at this point:

WHAT CONCERNS ABOUT MAINSTREAMING DO YOU HAVE? HOW ARE YOU FEELING ABOUT IT?

SERVICE DELIVERY SYSTEMS FOR INTERVENTION

Time to complete this workshop section: 2 hours

15

What's the Difference?

Objective 3: To compare and contrast mainstream education with traditional special programs for exceptional students.

Materials/Equipment: Participant Manual, page 9
Newsprint/felt pen

Arrangement/Preparation: Arrange the space for large group interaction. Provide tables for writing. On the newsprint or chalkboard draw the Viewpoint Grid as seen on page 9 of the Participant Manual.

Activity 1 — 20 minutes

UP TO THIS POINT IN THE TRAINING SESSION, WE HAVE DEFINED THE CONCEPTS OF MAINSTREAMING AND HAVE WRITTEN A RATIONALE FOR IT.

IN THIS ACTIVITY WE ARE GOING TO LOOK AT THE EFFECT THIS CHANGE MIGHT HAVE ON THE PEOPLE INVOLVED.

Refer the participants to page 9 in the Participant Manual, which depicts the Viewpoint Grid, Inform the participants that they may use this page to record ideas from the large group discussion.

Open the discussion to the large group:

ASSUME THE ROLE OF A SPECIAL TEACHER IN A SCHOOL IMPLEMENTING MAINSTREAM EDUCATION. WHAT DO YOU THINK HIS/HER POSITION WOULD BE TOWARD THIS CHANGE? EXPRESSS BOTH POSITIVE AND NEGATIVE ASPECTS OF THAT POSITION, TAKING INTO CONSIDERATION HOW HIS/HER WORKING CONDITIONS WOULD BE ALTERED.

Record the ideas from the group under "Special Education Teacher" on the Viewpoint Grid you prepared. Continue with the other five types of people, asking the group to assume the role and describe that person's position (positive and negative) towards mainstreaming. Record ideas generated by the participants in the appropriate box.

When the chart is complete, allow the participants to share their own experiences with integrated and segregated special education and to compare and contrast the two.

Objective 4: To describe various instructional models and the role relationships of personnel within each

Materials/Equipment: Filmstrip/tape: "Special Education Delivery Systems Models"
Audio tape: "Canyon Middle School Interview"
Transparencies: #8 - 11
Articles: "The Diagnostic/Prescriptive Teacher"
"The Harrison School Center: A Public School-University Cooperative Resource Program"
"An Introduction to a Regular Classroom Approach to Special Education"*
Participant Manual, pages 10-17
Filmstrip projector or sound filmstrip projector
2 cassette recorders
Overhead projector
Screen

Arrangement/Preparation: Arrange the space to facilitate a learning station format. Establish in the area a space for viewing the filmstrip, an area for listening to the audio tape, an area for reading the articles, and an area for using the overhead. Place the appropriate materials in each learning station area. Mark each station with a poster or sign (optional).

Activity 1 — 45 minutes

NOW THAT WE HAVE EXAMINED THE WHYS OF MAINSTREAMING, LET'S TAKE A LOOK AT THE HOWS. THE MANNER IN WHICH SERVICES FOR SPECIAL EDUCATION STUDENTS ARE DELIVERED IS DETERMINED BY SEVERAL FACTORS: PERSONNEL AVAILABLE, FACILITY DESIGN, EXPERTISE OF PERSONNEL, COST EFFECTIVENESS, TYPES OF STUDENTS TO BE SERVED, AND SO ON.

ALTHOUGH THERE ARE A VARIETY OF DIFFERENT WAYS SERVICES ARE DELIVERED ACROSS THE NATION, THE TEACHER TRAINING PROGRAM WILL FOCUS ON THREE DISTINCT MODELS: THE RESOURCE TEACHER MODEL, THE DIAGNOSTIC/PRESCRIPTIVE MODEL AND THE CONSULTING TEACHER MODEL.

Turn on the overhead projector and display Transparency #8. Briefly summarize the three models as represented on the transparency.

FOR THE NEXT 30-45 MINUTES YOU WILL BE GATHERING DATA ON THE VARIOUS INSTRUCTIONAL ARRANGEMENTS WHICH HAVE EVOLVED TO SERVE EXCEPTIONAL CHILDREN IN THE MAINSTREAM ENVIRONMENT.

Refer the participants to page 10 in the Participant Manual, which describes the procedure for working and completing the grid at the station. Discuss this in the large group.

If posters do not mark the stations, identify them for the participants, instruct the participants to examine at least 3 resources and to either work independently or in pairs as they complete the grid. Serve as a consultant to the participants; answer questions and focus individuals on task.

*For other similar models designed especially to serve the gifted child see the Workshop Materials section in this manual. These could be added to the readings for this Activity as could the variety of Filmstrip/Tapes on a number of different exceptionalities (These are also listed in the Workshop Materials section).

Activity 2 — 10 minutes

After the participants have completed their work at the stations, call them together again. Refer them to the Grid Key on page 49 in the Participant Manual. Allow time for studying it and adding any information missed.

Summarize the specific differences and commonalities of the three models (a Grid Key is located on page 27 of this manual for this summation).

Open the discussion on the advantages and disadvantages of the different models.

WHAT ARE THE STRENGTHS OF ALL THREE MODELS?
WHAT ARE THE WEAKNESSES OF THE SPECIFIC MODELS?
WHAT ADVANTAGES/DISADVANTAGES WOULD ONE MODEL HAVE OVER ANOTHER?

Activity 3 — 15 minutes

IT IS IMPORTANT TO NOTE AT THIS TIME THAT RARELY ARE ANY OF THE THREE MODELS EMPLOYED IN A "PURIST" FORM. MOST SCHOOLS MODIFY OR COMBINE THE DIFFERENT MODELS AS THEY RELATE TO THEIR SPECIFIC NEEDS AND STUDENTS.

THAT IS PROBABLY THE CASE IN YOUR OWN SCHOOLS. BEFORE YOU DISCUSS HOW YOUR OWN SCHOOLS MEET THE NEEDS OF THE SPECIAL STUDENTS, I WOULD LIKE FOR YOU TO EXAMINE HOW TWO SCHOOL DISTRICTS INCORPORATED THE THREE MODELS TO MEET THE NEEDS OF THEIR SPECIAL STUDENTS.

Have the participants refer to page 12 in the Participant Manual and read how two school districts organized to meet the special needs of exceptional students. After reading, ask:

WHAT ADVANTAGES DO YOU SEE IN THE WAY THE FLORIDA SCHOOL USES ITS SPECIAL TEACHERS?

THE TEXAS PLAN?

WHAT PROBLEMS COULD YOU PREDICT IN BOTH OF THE MODELS?

Activity 4 — 10 minutes

WE HAVE EXAMINED TWO SCHOOLS AND THE WAYS IN WHICH THEY SERVICE HANDICAPPED STUDENTS. NOW, LET'S LOOK AT HOW YOUR OWN SCHOOLS OPERATE.

Form the participants into small groups of five to six members, and have them refer to page 14 in the Participant Manual. In this acticity each participant will describe his/her own school's process for servicing exceptional students. After writing the description, individuals will share and discuss each other's models.

During the discussion, encourage people to discuss strengths and weaknesses of their school models, to identify problems they have with their model, and to share successes.

If the participants come from the same school, have them discuss the strengths and weaknesses of their model and to identify modifications that they would make to their process based on what they have learned.

Activity 5 — 20 minutes

ONE IMPORTANT FACT IN THE MODELS THAT WE HAVE DISCUSSED, AND ONE COMMON TO ALL MAINSTREAM ENVIRONMENTS IS THE COOPERATING AND INTERFACING OF THE REGULAR AND SPECIAL EDUCATOR.

HOW CAN THEY BEST WORK TOGETHER AND WHO IS RESPONSIBLE FOR WHAT? WHAT KINDS OF QUESTIONS CAN EACH ANSWER ABOUT A SPECIFIC STUDENT?

IN THIS ACTIVITY YOU ARE GOING TO EXAMINE THE RELATIONSHIP OF BOTH THE SPECIAL AND REGULAR EDUCATOR TO SPECIFIC EXCEPTIONAL STUDENTS.

Form the participants into groups of three and have them turn to page 15 in the Participant Manual. Instruct the triads to read the case study on Ran, determine the personnel responsible for the educational activities listed on the checklist and, then, to describe the model that would facilitate the cooperative effort needed. Instruct the participants to repeat this process for the second case student, Shannon.

When the triads have completed the task, refer to each of the case students and ask:

HOW COULD THIS STUDENT BE SERVED? WHAT MODEL WOULD BEST FACILITATE HIS/HER EDUCATION?

DID ANOTHER GROUP HAVE A DIFFERENT WAY OF ORGANIZING FOR HIS/HER LEARNING?

Encourage the triads to share the cooperative effort they described for meeting the students' needs.

ATTITUDE OF ACCEPTANCE TOWARD EXCEPTIONAL CHILDREN

Time to complete this workshop section: 3 hours

Objective 5: To become aware of the ways in which differences set people apart

Materials/Equipment: Audio tape: "The Child Who Was Considered Different"
Participant Manual, page 18
Cassette recorder

Arr Arrangement/Preparation: Clear an area in the room to facilitate large group movement for Activity 1. For the second activity have tables and chairs available for small group tasks.

Activity 1 — 10 minutes

Warm up with a dichotomy exercise. Establish two areas of the room for the exercise and have the participants move to the center of the room.

I WOULD LIKE FOR YOU TO PARTICIPATE IN A DICHOTOMY EXERCISE. I AM GOING TO SAY TWO WORDS--FOR EXAMPLE, "HOT AND COLD." IF "HOT" BEST CHARACTERIZES HOW YOU FEEL, MOVE TO THIS SIDE OF THE ROOM (DESIGNATE THE AREA). IF "COLD" BEST CHARACTERIZES HOW YOU FEEL, MOVE TO THE OTHER SIDE OF THE ROOM (DESIGNATE THE AREA). FOR EACH PAIR OF WORDS, YOU DECIDE WHICH BEST REPRESENTS OR CHARACTERIZES YOU, AND MOVE TO THE DESIGNATED ROOM AREA.

Allow the participants to move from room center to either end for the antonyms "hot-cold". Instruct them to introduce themselves and to share with each other why they made their particular choice.

Continue the exercise with the following antonyms, designating an end of the room for each:

TALKER -- LISTENER
LOUD -- QUIET
SMOOTH TALKER -- SLOW WALKER
BIRTHDAYS -- CHRISTMAS
CHOCOLATE -- STRAWBERRIES
RED -- BLUE
VIOLET -- ORANGE
FUCHSIA -- GREEN
PEAS -- BEANS
ASLEEP -- AWAKE (NOW I KNOW WHO TO WATCH OUT FOR DURING THE TRAINING...)

At the end of the exercise, have the participants be seated and process the experience.

WERE YOU WITH THE SAME PEOPLE EACH TIME?

HOW DO YOU ACCOUNT FOR THE SAME CHOICES?

Summarize by noting that we are all different in our preferences and ways. Inform the group that they will be spending some time looking at the concept of differences among people.

Activity 2 — 20 minutes

ONE OF THE ISSUES AT THE HEART OF ANY SPECIAL EDUCATIONAL PROGRAM, WHETHER IT IS A "SPECIAL" PROGRAM FOR THE "HANDICAPPED" OR THE "CULTURALLY OR ECONOMICALLY DEPRIVED," OR THE "GIFTED," OR OTHERS, IS THE ISSUE OF DIFFERENCES AND DIFFERENTNESS.

WHAT WE CONSIDER TO BE NORMAL IS DEALT WITH IN THE MAINSTREAM OF OUR LIVES, IN EVERYDAY ACTIONS AND INTERACTIONS. BUT WHAT WE CONSIDER DIFFERENT IS SOMETHING-OR SOMEONE-THAT WE SEPARATE OURSELVES FROM, EITHER DECLARING THAT WE DO NOT APPROVE OF IT, OR THAT WE DO NOT KNOW HOW TO DEAL WITH IT.

IN A MAINSTREAMING PROGRAM, YOU WILL BE WORKING WITH STUDENTS WHO ARE CONSIDERED BY OTHERS AND WHO EXPERIENCE THEMSELVES AS "DIFFERENT". I WOULD LIKE FOR US TO TAKE SOME QUIET TIME NOW TO LISTEN TO A FABLE THAT ADDRESSES THIS ISSUE.

Play the audio tape "The Child Who Was Considered Different"

After the tape, refer the participants to page 18 in their Participant Manual, which directs them to form into groups of 5-6 and discuss some questions related to differences.

Facilitate the formation of the groups. Roam the room during the discussion, making sure that each group has a recorder and that the discussions are on task. Allow 15 minutes for this exercise.

After the groups have completed their discussion, ask each group to share with the large group their responses to the last three questions. Allow for discussion and responses between the groups.

Objective 6: To describe classifications and characteristics of special students.

Materials/Equipment: Disabling Labels
Participant Manual, pages 19-40
Pins or two-sided tape
Newsprint (6-8 sheets)
Felt-tip pens (6)

Arrangement/Preparation: Locate the Disabling Labels in the envelope in the Mainstreaming Box and cut where marked. Arrange the space to facilitate large group interaction.

Activity 1 — 15 minutes

IN A MAINSTREAMING PROGRAM, YOU WILL BE WORKING WITH STUDENTS WHO HAVE PREVIOUSLY BEEN DIAGNOSED AND SET APART AS "DIFFERENT" FROM THE REST OF YOUR LEARNERS. THE STUDENTS HAVE BEEN GIVEN LABELS. THESE LABELS HAVE SERVED A DOUBLE-EDGED PURPOSE...ON THE ONE HAND, THEY COMMUNICATE SOME INFORMATION ABOUT THE CHARACTERISTICS OF THE STUDENTS, WHICH CAN BE HELPFUL IN INSTRUCTION AND TREATMENT. ON THE OTHER HAND, THE LABELS TEND TO SET THE STUDENTS APART FROM OTHERS, AND THE STUDENTS BEGIN TO BE SEEN MORE IN TERMS OF THEIR LABELS THAN IN TERMS OF THEIR WHOLENESS... OFTEN THE LABELS CARRY A MYTHICAL WEIGHT AND PERPETUATE MISCONCEPTIONS ABOUT THE CONDITION OR CAPABILITIES OF THE STUDENT.

IN ORDER TO GET IN TOUCH WITH WHAT IT CAN BE LIKE TO BE LABELED, AND ALSO TO EXPLORE HOW MUCH ACCURATE AND USEFUL INFORMATION IS COMMUNICATED BY THE LABELS, WE ARE GOING TO PLAY A LABELING GAME CALLED "WHO DO THEY THINK I AM?"

EACH OF YOU IS GOING TO RECEIVE A LABEL, ONLY YOU DO NOT KNOW WHAT THE LABEL IS. YOU HAVE BEEN GIVEN THIS LABEL BY THE EDUCATIONAL DIAGNOSTICIAN. LOTS OF OTHER PEOPLE SEEM TO KNOW WHAT YOUR LABEL IS, AND THEY SEEM TO HAVE STARTED TREATING YOU A BIT DIFFERENTLY SINCE THEY LEARNED ABOUT YOUR LABEL...BUT NONE SEEMS TO WANT TO TELL YOU ABOUT YOUR LABEL.

YOUR LABEL WILL BE ONE OF THE FOLLOWING:

TMR	-	TRAINABLY MENTALLY RETARDED
EMR	-	EDUCABLE MENTALLY RETARDED
MBI	-	MINIMALLY BRAIN INJURED
LD	-	LEARNING DISABLED
ED	-	EMOTIONALLY DISTURBED
PH	-	PHYSICALLY HANDICAPPED
G&T	-	GIFTED AND TALENTED

Instruct the participants to turn to page 19 in the Participant Manual, which describes the different labels that will be used.

IT WILL BE YOUR MISSION IN THIS GAME TO FIND OUT WHAT YOUR LABEL IS.

Instruct the participants to pair off with one another. If there is one participant left over, have him/her join another pair to form a triad.

Distribute one label (face down) and pin a two-sided tape to each participant; conditioning them NOT TO SHOW THE LABEL TO ANY ONE. Make sure that the partners are given different labels.

Instruct the pairs to pin or tape the label passed out to them on the back of their partner, again making sure that the other person does not see his/her label.

Explain the rules of the game. Participants are to take turns finding out what their label is. They may do this by asking question of the partner. Their question must elicit descriptions of behavior related to their label, or confirmations of behavior. For example, "What difficulties do I seem to have with learning?" or "Do I seem to do very well in some subject areas and very poorly in others?" They may NOT ask "Am I a LD?" or any other questions that would simply confirm their label. When the person guessing thinks she/he has enough information to make an accurate guess at the label, she/he should declare it and make a statement-- e.g., "I am a MBI." It is then the other person's turn to try to find out what his/her label is.

Allow about 10 minutes for the game. Remind the participants to be sensitive to the feelings they have at being labeled and not knowing what it means.

After you have called time on the game, debrief it with the following questions:

HOW MANY OF YOU CORRECTLY GUESSED YOUR LABEL?

HOW HELPFUL WERE THE LABELS IN COMMUNICATING SPECIFIC BEHAVIORS OF THE LABEL BEARERS?

HOW DID IT FEEL TO BE GIVEN A LABEL AND NOT KNOW WHAT IT WAS?

Activity 2 — 10 minutes

NOW, IN ORDER TO FURTHER EXPLORE THE FUNCTION OF LABELS AND TO FURTHER FAMILIARIZE YOU WITH THE TYPES OF LEARNERS WHO HAVE PREVIOUSLY BEEN SEPARATED OUT FROM THE MAINSTREAM OF EDUCATION, YOU ARE GOING TO BE BUILDING PROFILES OF THE DIFFERENT TYPES OF SPECIAL LEARNERS AND GATHERING SOME ADDITIONAL DATA ON THEM. FOR THIS EXERCISE, I AM GOING TO GROUP YOU "HOMOGENEOUSLY."

Instruct the participants to group themselves according to like labels: e.g., all EMR's, all MBI's, all LD's together, etc.

Give each group a NEWSPRINT PAD and a FELT-TIP PEN, and instruct them to generate a list of characteristics and behavior descriptions to describe their label. One person in each group should be a recorder. As a group, they should create a "stereotype profile" of their label category.

Allow approximately 5 minutes for each group to build its stereotyped profile. After they have completed, have a member of each group post the profile on the wall and share it with the larger group.

Activity 3 — 30 minutes

Instruct the participants to now group themselves across labels, "heterogeneously," forming groups that have a representative from each label category (e.g., one MBI, one LD, one TMR, one EMR, one PH, one ED). Facilitate the grouping.

If three or more participants are left over, have them form a group of their own, even though they do not have a representative from each label category. If only one or two participants are left over, have them join in with one of the groups already formed.

Refer the participants to page 20 in the Participant Manual, which describes the process for collecting data on the different label categories. Each person in the group will collect data using the "Label Readings" on his/her particular label. For example, if a person is labeled EMR, he/she will collect data from the available resource in the Participant Manual and fill in the grid related to that label.

After each person in the group has completed data collection for his/her particular label, he/she should then compare the information collected with the stereotyped profile compiled in Activity 2. Encourage them to note where the two profiles are in agreement and where they are in conflict.

After participants have independently collected data and made their comparisons with the stereotyped profiles, instruct them to report their findings to their small group. After the groups have discussed the categories, refer the participants to the "Category Grid Key" located on page 50 in the Participant Manual.

Activity 4 — 20 minutes

> THE DIFFERENT SPECIAL EDUCATION CATEGORIES DO HELP IN SOME WAYS TO PINPOINT SPECIFIC DIFFERENCES THAT CAN BE FOCUSED ON IN INSTRUCTION AND TREATMENT, BUT ESSENTIALLY THESE CATEGORIES ARE NOT SO DISCRETE THAT THEY DO NOT OVERLAP. LET'S LOOK NOW FOR COMMON CHARACTERISTICS/BEHAVIORS ACROSS THE LABELS.

Have participants remain in their same groups. Instruct them to look again at the "Data Collection Grid Key" and note the common characteristics of students across labels (e.g., hyperactivity is a characteristic of ED students and MBI students, etc.). Allow approximately 10-15 minutes for small group discussion. At the end of that time, have each group report the commonalities they discovered.

Debrief the exercise with the following discussion:

> GENERALLY SPEAKING, DO YOU THINK KNOWLEDGE OF THESE LABELS IS HELPFUL TO YOU AT ALL AS AN EDUCATOR?
>
> COULD YOU PLAN EDUCATIONAL EXPERIENCES FOR AN EMR STUDENT WITH YOUR ONLY INFORMATION BEING THAT HE/SHE IS AN EMR?

Summarize by explaining that that the label, no matter how specific, tells very little about the types of educational experiences needed for a specific student. It is only one of many types of information used for educational decision-making.

Objective 8: To appreciate the sense of being "different" as experienced by special students.

Materials/Equipment: Treatment Signs: "Walk a Mile in My Shoes"
Puzzles: "Good Work: (8)
Mirror Readings: 2 sets
Record: "Walk A Mile in My Shoes"
Double stick tape

Arrangement/Preparation: Locate the support media/materials in the Mainstreaming Box. Laminate the puzzles, cut them apart and place them in numbered, letter-size envelopes. Laminate and cut apart the Treatment Signs. Collate the two sets of mirror readings to supply small groups of eight. In each set, have seven direct image copies of the readings and one mirror image copy. Clear a space in the middle of the room to facilitate large group movement for the activity. Have available work tables and chairs for small group interaction for activities two and three.

Activity 1 — 15 minutes

Play the music "Walk a Mile in My Shoes" for background to this activity if you have the record available (optional).

AS TEACHERS, YOU ARE NOT JUST CONCERNED WITH THE ACADEMIC GROWTH AND PERFORMANCE OF YOUR STUDENTS. YOU ARE ALSO CONCERNED WITH THEIR EMOTIONAL AND SOCIAL GROWTH.

FOR THIS REASON, IT IS IMPORTANT FOR YOU TO BE ABLE TO UNDERSTAND THE WAYS THE DISABILITIES OF SPECIAL STUDENTS AFFECT THEM - THE HUNDREDS OF SMALL "INNUENDO" MESSAGES THEY GET; THE EXPERIENCES THEY HAVE DAILY THAT COLORTHEIR WAY OF SEEING THE WORLD; THE WAYS IN WHICH THEY ARE CONSTANTLY REMINDED THAT THEY ARE PERCEIVED AND TREATED IN TERMS OF THEIR DIFFERENCES.

WE ARE GOING TO BE EXPERIENCING SOME "DISABLING EXERCISES" - FOR THE PURPOSE OF GIVING YOU A CHANCE TO WALK IN SOMEONE ELSE'S SHOES FOR A WHILE.

Distribute to each participant one "Walk a Mile in My Shoes" treatment sign with a piece of double stick tape on the back. Pass out the signs face down and instruct the participants not to let anyone see their sign.

Have each participant place his/her sign on the forehead of another participant (so others see it but the participant wearing it cannot). Tell them to make sure the person wearing the sign does not know what it says.

Facilitate the positioning of the signs. After everyone has a sign taped to his/her forehead, instruct the participants to get up and wander around the room, going up to other participants and responding to them as directed by the sign on the foreheads. They should not tell each other what the signs they are wearing say, but merely treat others as they are directed by the signs. The activity should be largely non-verbal. You can expect a combination of joviality and seriousness during the activity - unsettled laughter.

After the participants have milled for five or ten minutes, have them sit down and debrief the experience.

HOW DID IT FEEL TO RECEIVE THOSE "SUBTLE" MESSAGES AGAIN AND AGAIN?

HOW DID YOU BEGIN TO REACT?

WHAT WERE SOME OF YOUR EXPERIENCES?

WERE YOU ABLE TO FIGURE OUT WHAT DISABILITY OR DIFFERENCE OTHERS WERE RESPONDING TO?

Allow participants to share their feelings and perceptions of what happened to them during the activity.

HOW DOES THIS EXPERIENCE RELATE TO THE EXPERIENCES OF YOUR SPECIAL STUDENTS?

Summarize by explaining that we often focus unconsciously on people's differences to the point of making it difficult to focus on commonalities.

Activity 2 — 15 minutes

Form the participants into eight small groups, with each group having a table to work on. Distribute a "Good Work" puzzle to each group. The puzzles are numbered from 1-8. Numbers 1 and 2 are simple and have messages of praise written on them; number 3-5 are more complex and will take longer to complete; number 6-8 are very complex and have pieces missing so that it will be impossible to complete them. DO NOT LET THE PARTICIPANTS KNOW that there are any differences among the complexities of the puzzles.

Instruct the small groups to remove the puzzles from the envelopes. Tell them they are going to have a race to see which group can finish their puzzle first. Build up an animated, competitive atmosphere.

Instruct them to start. As the small groups are assembling the puzzles, praise the groups who finish quickly: "Boy, here are my smart students" "You certainly do fine work." - "This is my fast group", etc. As the "slow" groups struggle on, reprimand them: "You certainly are taking a long time to finish;" "We are always waiting on you;" etc.

After the first five puzzles have been completed and the last three groups have had plently of time to get frustrated, stop the race. Allow each group to read to the large group the message on their puzzle.

Debrief the activity with the following questions, statements:

I MUST CONFESS THAT THIS WAS A SET-UP JOB. THE PUZZLES ARE NOT THE SAME - IN FACT, THREE OF THEM HAVE SOME PIECES MISSING.

HOW DID THE FAST GROUPS FEEL ABOUT THIS EXERCISE? WHAT DID YOU THINK OF THE "SLOW" GROUPS?

HOW DID THE SLOW GROUPS FEEL ABOUT THIS EXERCISE?

HOW DOES IT FEEL TO BE SET UP TO COMPETE WITH UNEQUAL ASSETS?

THE PURPOSE OF THIS EXERCISE IS TO GET US TO CONSIDER HOW OFTEN WE "SET UP" KIDS FOR FAILURE - ACTING AS IF THEY ALL COME TO US WITH THE SAME ASSETS AND STRENGTHS...THE SAME "PIECES TO THEIR PUZZLES". AND THEN AFTER WE HAVE SET THEM UP, WE PUNISH THEM FOR NOT BEING ABLE TO PERFORM, AND WE PRAISE THOSE WHO FOUND IT EASY.

Activity 3 — 15 minutes

Have the participants remain in the small groups and instruct them to select one person from their group to "play teacher." Ask the selected "teacher" from each group to join you outside the room. Give the following directions:

> YOU ARE TO PRETEND THAT YOU ARE TEACHING READING TO A SMALL GROUP OF STUDENTS. I AM GIVING YOU TWO DIFFERENT SETS OF READINGS. THERE ARE EIGHT COPIES OF EACH READING - SEVEN OF THE COPIES ARE DIRECT IMAGE COPIES AND ONE IS A MIRROR IMAGE COPY.
>
> WHEN YOU GO BACK TO INSTRUCT YOUR SMALL GROUP IN READING, PASS OUT THE FIRST READING SELECTION - A MIRROR IMAGE COPY TO ONE OF THE CLASS MEMBERS AND A DIRECT IMAGE COPY TO THE REST OF THE CLASS.
>
> ENCOURAGE ALL OF THE STUDENTS TO KEEP THEIR EYES ON THEIR OWN PAPER. BEGIN TO ASK DIFFERENT STUDENTS TO READ FROM THE PASSAGE YOU HAVE GIVEN THEM -- TRY TO KEEP THE READING AT A FAST CLIP. BE SURE TO CALL ON THE STUDENT WITH THE MIRROR-IMAGE READING. PUSH THE STUDENT TO TRY TO READ AS FAST AS THE OTHERS, AND SHOW SOME IMPATIENCE WHEN HE/SHE DOES NOT SUCCEED. AFTER THE STUDENT HAS SUFFICIENTLY SLOWED UP THE READING, DECLARE THAT YOU WILL HAND OUT AN EASIER READING TO SEE IF THE "SLOW" STUDENT CAN DO ANY BETTER.
>
> DISTRIBUTE THE SECOND SET OF READINGS, MAKING SURE TO GIVE THE MIRROR IMAGE READING TO THE SAME PERSON WHO GOT THE FIRST MIRROR IMAGE READING. REPEAT THE PROCEDURE OF CALLING ON SEVERAL STUDENTS (AGAIN, KEEPING THE READING AT A FAST CLIP) AND THEN CALLING ON THE MIRROR-IMAGE STUDENT.

After the "teachers" have returned to their groups, roam the room, observing how the "poor" students read.

After each group has had a change to try both readings, call a halt to the exercise. Debrief the activity by allowing the "students" to share their feelings and perceptions:

> THOSE OF YOU WHO HAD A MIRROR IMAGE COPY OF THE READING, TELL US HOW YOU FELT DURING THE EXERCISE. HOW WOULD THESE FEELINGS AFFECT YOUR SCHOOL WORK? DID ANY OF YOU TRY TO COMPENSATE FOR YOUR "DISABILITY" IN SOME WAY? HOW?
>
> HOW DID YOU WHO WERE "NORMAL" STUDENTS FEEL TOWARD THE SLOW READER? WHAT DID YOU WANT TO DO?

Summarize the series of experiential activities, explaining that you hope they have had a chance to briefly see and feel the world as their special students do.

Objective 9: To describe the ways in which expectations and stereotypes affect responses, learning, and relationships

Materials/Equipment: Participant Manual, page 41

Arrangement/Preparation: Form the participants into small groups around tables.

Activity 1 — 30 minutes

WE ALL HAVE SOME IDEA OF HOW STEREOTYPES AND LABELS CAN AFFECT OTHERS - WE HAVE HEARD OF THE "SELF-FULFILLING PROPHECY."

NOW, I WOULD LIKE TO FAMILIARIZE YOU WITH SOME OF THE RESEARCH THAT HAS BEEN DONE ON THE CONCEPT OF THE SELF-FULFILLING PROPHECY.

Have the participants turn to page 41 in the Participant Manual and read the task directions. The directions instruct the participants to read an article and then, working as a small group, complete an exercise.

Allow 20 minutes for the reading of the article and the completing of the exercise. During this time, roam the room and answer questions.

When the small groups have finished, ask some to share their response for the first situation.

WHICH ELEMENT IS MISSING FROM THE FIRST SITUATION TO MAKE IT A SELF-FULFILLING PROPHECY?

Summarize that in this situation Coach Win did not exhibit behaviors which would communicate his expectation to Thumper Brown; he did not favor or praise him anymore than he did any other player.

Continue with situation 2-4:

WHICH ELEMENT FROM THE SECOND SITUATION IS MISSING?

In both the second and third situations the behaviors exhibited did not match the original expectation. John did not confirm Mrs. Miller's expectations; nor did Tom confirm Dean Adam's.

The fourth situation is the only one that contains all three elements to meet the criteria of a self-fulfilling prophecy.

HOW IS THE FOURTH SITUATION AN EXAMPLE OF THE SELF-FULFILLING PROPHECY?

WHAT ARE THE IMPLICATIONS OF THE CONCEPT OF THE SELF-FULFILLING PROPHECY FOR THE EXCEPTIONAL STUDENT?

HOW CAN THE CYCLE BE BROKEN? WHAT CAN WE DO AS TEACHERS?

DATA RETREIVAL GRID

Objective 4, Activity 1

	Resource	Diagnostic	Consulting
Special Educator			
1) Role	Works directly with special students on special learning needs. Works with Regular teacher to implement education plan.	Works directly with students to gain diagnostic information.	Works directly with teachers in consultant role; does not work with students.
2) Space Requirements	Needs room of his/her own.	Needs diagnostic room	May serve several schools, operates out of office, has no classroom responsibility.
3) Materials/ Equipment	May share equipment/materials but probably needs own.	Needs diagnostic materials	Uses regular classroom teachers, may suggest others.
Regular Educator			
1) Role	Maintains special students in classroom, responsible in cooperation with special ed for students student's learning.	Maintains special student in regular classroom. Implements educational plan, refers student to diagnostic room.	Responsible for student's acquisition of concepts/ skills. Receives consultant assistance in areas of individualizing, classroom management, etc.
2) Type of assistance from special teacher	Knowledge of handicapped students, diagnostic/prescriptive teaching teaching skills, test interpretation, special education materials, matching strategies with learning styles, educational planning, etc.	Maintains special student in regular classroom. Implements educational plan, refers student to diagnostic room.	Responsible for student's acquisition of concepts/skills. Receives consultant assistance in areas of individualizing classroom management, etc.

	Resource	Diagnostic	Consulting
Special Students			
1) Number served	Several students, each a short period each day.	Works with many students for a period of time, not continuously.	Assist many students through their teachers.
2) Scheduling	Spend part of day in resource room.	Spend all day in diagnostic room until learning needs determined.	Students in regular classroom all the time.
3) Referral	By classroom teachers or other professionals.	Spend all day in diagnostic room until learning needs determined.	Students in regular classroom all the time.
Special Considerations			
Cooperative Planning time-What is discussed by regular and special educator.	Coordinate regular/resource room programs. Determine strategies that reinforce each other. Share activities that each are doing.	Explain and discuss prescription. Determine effectiveness of diagnosis, plan strategies for implementing educational plans.	Explain & demonstrate techniques for meeting educational needs of special student. Assistance and advice for strategies, materials, etc.

WORKSHOP MATERIALS

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1. TO DEFINE THE CONCEPT OF MAINSTREAMING

2. TO WRITE A RATIONALE FOR MAINSTREAM EDUCATION

3. TO COMPARE AND CONTRAST MAINSTREAM EDUCATION WITH TRADITIONAL SPECIAL PROGRAMS

4. TO DESCRIBE THE VARIOUS INSTRUCTIONAL MODELS AND THE ROLE RELATIONSHIPS OF PERSONNEL WITHIN EACH

5. TO BECOME AWARE OF THE WAYS IN WHICH DIFFERENCES SET PEOPLE APART

6. DESCRIBE THE CLASSIFICATIONS AND CHARACTERISTICS OF SPECIAL STUDENTS

7. TO COMPARE AND CONTRAST ACADEMIC INFORMATION VERSUS LABELS AS AIDS IN PLANNING FOR INSTRUCTION

8. TO APPRECIATE THE SENSE OF BEING "DIFFERENT" AS EXPERIENCED BY SPECIAL STUDENTS

9. TO DESCRIBE THE WAYS IN WHICH EXPECTATIONS AND STEREOTYPES OF OTHERS AFFECT RESPONSES/LEARNING/RELATIONSHIPS

Transparency A

AS USED IN THIS WORKSHOP, THE TERM "SPECIAL EDUCATION PROGRAMS" OR "SPECIAL PROGRAMS" REFERS TO ANY CLASS OR INSTRUCTIONAL PROGRAM OPERATED BY A STATE OR LOCAL EDUCATION AGENCY TO MEET THE NEEDS OF CHILDREN WITH ANY MENTAL, PHYSICAL, OR EMOTIONAL EXCEPTIONALITY INCLUDING, BUT NOT LIMITED TO, CHILDREN WHO ARE MENTALLY RETARDED, GIFTED AND TALENTED, EMOTIONALLY DISTURBED OR SOCIALLY MALADJUSTED, HARD OF HEARING, DEAF, SPEECH-IMPAIRED, VISUALLY HANDICAPPED, ORTHOPEDICALLY HANDICAPPED, OR TO CHILDREN WITH OTHER HEALTH IMPAIRMENTS OR SPECIFIC LEARNING DISABILITIES.

Transparency B

To be used with Disabling Labels activity - Objective 6, Activity 1

G&T	G&T
G&T	G&T
G&T	G&T
G&T	G&T
G&T	G&T
G&T	G&T

35

RATIONALE

It is estimated that there are approximately 45,000 "gifted" students in the elementary and secondary schools of Minnesota. In addition to these 45,000 "gifted" students there are numerous children who possess unique talents and/or creative abilities. Historically it has been the position of most school districts, including ours, to "allow" these children to "fend for themselves." Little if any supplemental instruction has been accorded these exceptional children; the prevailing feeling appears to have been such that "these kids are very capable and that, what we as teachers cannot provide for them, they will achieve on their own."

Financial constraints have also caused a lack of programs involving supplemental instruction for gifted and talented children. When faced with a choice as to which exceptional children -- those with special talents, or those with special learning disabilities -- should receive extra efforts and expenditures, most districts have elected, as one might expect, to concentrate on the latter group. The Task Force does not disagree with this philosophy; children with special learning and behavior problems must continue to receive the assistance of specialized personnel. It is the feeling of the Task Force, however, that our "other" exceptional children -- those with special talents -- be given a similar opportunity. These children are our leaders, innovators, and decision makers of the future. If we can assist them with the challenges of learning to think critically, of learning to make evaluative judgments based upon research and experimentation, and, if we can help these students to achieve their potentials, perhaps we will have done a service for the societies of tomorrow.

It is for these basic reasons that the following program of supplemental instruction is herewith presented.

A PILOT PROGRAM FOR ACADEMICALLY TALENTED AND INTELLECTUALLY GIFTED STUDENTS IN DAWSON, MINNESOTA

RATIONALE

One of the most neglected groups of students today is the intellectually gifted. School instruction is typically geared to a class as a whole, with extra attention given to those students who lag behind in learning. Because of the limitation of the teacher's time and resources, the academically talented student is left to fend for himself. The potential contribution these students can make to their school and community is minimized because of this neglect. We have proposed an alternative to this situation that is both realistic and inexpensive, and has long-range benefits for all those involved. Outlined below is a pilot project involving four students and a supervisor. This pilot project can be implemented simply, and for a short duration to determine the practicality of applying it on a larger scale.

A PROPOSAL TO PROVIDE RESOURCE PROGRAMS
FOR HIGH POTENTIAL ELEMENTARY CHILDREN
IN SCHOOL DISTRICT #197

RATIONALE

It is estimated that there are approximately 140 "gifted" students in the six elementary schools in the West St. Paul school system. In addition to these 140 "gifted" students there are numerous children who possess unique talents and/or creative abilities. Historically it has been the position of most school districts, including West St. Paul, to "allow" these children to "fend for themselves." Little if any supplemental instruction has been accorded these exceptional children; the prevailing feeling appears to have been such that "these youngsters are very capable and that, what we as teachers cannot provide for them, they will achieve on their own."

Financial constraints have also caused a lack of programs involving supplemental instruction for gifted and talented children. When faced with a choice as to which exceptional children -- those with special talents, or those with special learning disabilities -- should receive extra efforts and expenditures, most districts have elected, as one might expect, to concentrate on the latter group. The St. Paul Council of Jewish Women does not disagree with this philosophy; children with special learning and behavior problems must continue to receive the assistance of specialized personnel. It is the feeling of the Council, however, that our "other" exceptional children -- those with special talents -- be given a similar opportunity. These children may well become our leaders, innovators, and decision makers of the future. If we can assist them with the challenges of learning to think critically, of learning to make evaluative judgments based upon research and experimentation, and, if we can help these students to achieve their potentials, perhaps we will have done a service for the societies of tomorrow.

It is for these basic reasons that the following program of supplemental instruction is herewith presented.

SOUTH WASHINGTON COUNTY

RATIONALE

In keeping with the philosophy of South Washington County Schools-District 833 to provide educational experiences for each child according to his ability, it is the feeling of the committee that a program must be instituted to provide for the special needs of high potential students.

Historically, students of high potential have often been left to fend for themselves and assumed to be capable of achieving without special help. It is now recognized that they, too, are exceptional children in need of special efforts to ensure that their unique abilities are developed in a constructive manner. Not having received such specialized instruction has sometimes resulted in the development of highly talented antisocial people who have been problems to themselves and to society. Failure to nurture these unique gifts has, also, in many cases had a negative effect on the individual's development and resulted in a loss of his potential for himself and for society. High potential students have the capacity to be the leaders, innovators and decision makers of the future. If we can better assist them with the challenges of learning to communicate to develop problem-solving ability, and to think creatively we may be contributing to the improvement of our society. We will, also, be meeting our obligation to provide these students with the skills necessary to help them achieve personal individual fulfillment and positive self-image.

To allow our students to derive the benefits of both segregated and integrated programs our approach will incorporate each of these methods.

Segregated classes will be held in which the child will meet during part of the week with students of similar high ability. Students of high potential sometimes have difficulty in adjusting to the regular classroom situation intellectually, socially and emotionally. In these segregated classes they will be able to interact with people who share these types of difficulties and needs.

The segregated aspect will, also, provide intellectual simulation from contact with other students of high potential. These students will participate in experiences of a level especially suited to their abilities that could not be incorporated in a regular classroom.

To provide continual challenge and stimulation to the high potential child in the normal classroom situation, in which most of his time will be spent, an integrated program will be followed in each classroom. This program will allow the child to learn to relate to people of varying capacities and to appreciate their contributions as they will need to be able to do in adult society. The integrated approach will also allow him to develop skill in sharing his exceptional abilities in a manner accepted by his peers rather than having his ideas stifled by inability to communicate them effectively.

With this program, using both the integrated and segregated aspects, we feel our district's obligation to its high potential students and to society will be more fully realized.

A PROPOSAL
FOR AN ALTERNATIVE PROGRAM
FOR ABLE STUDENTS
IN GRADE 7
LANGUAGE ARTS AND SOCIAL STUDIES
FARIBAULT JUNIOR HIGH SCHOOL

December, 1973

A gifted child speaks:

> "Whenever I finished my work before my other fourth grade classmates, I was told to help the other children. They just thought I was showing off. Everytime I raised my hand they would moan and groan. I realized I was spoiling things for them, not just for myself. I began to be sorry I knew the answers. I wished I were like the others."
>
> from: STRETCHING THEIR MINDS, Benjamin Fine (C.P. Dutton N.Y. 1964)

Statements from the official Philosophy of Education for School District #656 in Faribault, Minnesota, make clear the concerns that the local district has for meeting the needs of all students. The following quotes are taken from that philosophy.

> "A climate for learning must be provided in which every student may realize through his studies an optimal degree of intellectual development, self awareness, fulfillment, and involvement------"
>
> "The educational program--should allow the student to get what he wants and needs from the educational program by allowing him to advance at his own rate and by allowing him to plan his own programs."
>
> "Flexibility is recognized as being a necessary part of the physical facilities, the instructional program, the schedule design, and, most importantly, the attitudes of those who are engaged in the educational processes."

In line with this philosophy we believe that each student in the Faribault Junior High School:

- -is as worthy of concern as every other one.
- -deserves the kind of attention that he personally needs to achieve to whatever level his capabilities dictate.
- -must be given the opportunity to learn in terms of his own needs and capabilities.

Therefore, to meet the needs of able students in Faribault Junior High School a special alternative learning program is proposed. The objective of this program is to set free the capable student from the rigidity of the traditional classroom so that he can participate in the design of his own learning experiences and achieve to the limit of his potential.

The program is designed to:

1. Encourage the development of a self-activated learner.
2. Develop mastery in basic or fundamental skills wherever deficiencies, as determined by standardized tests, are found to exist.

3. Develop a degree of competency in the highly complex skill area, such as:

   a. Advanced reading skills
   b. Research skills
   c. Organizational skills necessary for planning and executing learning activities
   d. Advanced writing skills
   e. Verbal skills necessary for competency in formal and informal situations
   f. Problem solving skills
   g. Inquiry skills

4. Encourage creativity and originality in thought and production
5. Foster intellectual curiosity
6. Broaden intellectual horizons
7. Stimulate interest in the interlocking relationships that exist among and between times, people, places, events, and ideas
8. Build self-esteem so thatthe student will value his uniqueness and capitalize on it rather than view it as a handicap or as something to hide or destroy

In order to achieve these objectives it will be necessary to provide teachers who are not only able but willing to assume the role of a resource persons in a tutorial relationship. These teachers must have positive attitudes towards the talented student and be able to empathize with him. The teachers should have academic backgrounds that are rich and varied enough to afford them intellectual vision so that they may be of real assistance to the gifted students. The teachers should feel comfortable working with able students and never feel threatened if their ideas or statements are challenged. They should be able to admit freely and easily, whenever necessary, that they do not know the "answer". At no time should they regard themselves as "authorities".

Therefore, no teacher should be forced into a position where he would be required to assume duties in the program. Rather, the teacher should seek the challenge, ask for the opportunity, and volunteer as a participant in the program.

Because this is a program that demands from students that they operate in a learning environment relatively free of coercion and with limited supervision, it is intended primarily for academically-oriented students who have already demonstrated that they can make it on their own. It is not intended for the gifted and/or talented child whose performance has been much below expectations for him. A more closely supervised learning program would be more appropriate for him. (Perhaps, a program especially tailored for this type of student should be considered sometime in the future.)

The mechanics of the program, at least initially, will make no drastic changes in scheduling. Actually the program will be just an extension of what is already being done in social studies and language arts in grade 7.

Under no circumstances should an able student be urged to involve himself in the alternative program if he or his parents feel that he needs the security that is provided within the framework of the traditional classroom.

-Keen sense of humor
-Concerns and interests apart from the present, both past and future
-Unusual stamina and often above average physical development and condition

No able student possesses all of these characteristics, but all of them possess a goodly number of them.

Outstanding strengths of gifted children are centered in the following abilities. They are able:

1. To associate and interrelate concepts
2. To evaluate critically facts and arguments
3. To create new ideas and originate new lines of thought
4. To think through complex problems and arrive at reasonable solutions
5. To understand situations, times, and people outside of their own environments and to delineate the relationships among them.

Statements from the official Philosophy of Education for School District #656 in Faribault, Minnesota, make clear the concerns that the local district has for meeting the needs of all students. The following quotes are taken from that philosophy.

"A climate for learning must be provided in which every student may realize through his studies an optimal degree of intellectual development, self awareness, fulfillment, and involvement----"

"The educational program--should allow the student to get what he wants and needs from the educational program by allowing him to advance at his own rate and by allowing him to plan his own programs."

"Flexibility is recognized as being a necessary part of the physical facilities, the instructional program, the schedule design, and, most importantly, the attitudes of those who are engaged in the educational processes."

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-is as worthy of concern as every other one.
-deserves the kind of attention that he personally needs to achieve to whatever level his capabilities dictate.
-must be given the opportunity to learn in terms of his own needs and capabilities.

Therefore, to meet the needs of able students in Faribault Junior High School a special alternative learning program is proposed. The objective of this program is to set free the capable student from the rigidity of the traditional classroom so that he can participate in the design of his own learning experiences and achieve to the limit of his potential.

The program is designed to:

1. Encourage the development of a self-activated learner.
2. Develop mastery in basic or fundamental skills wherever deficiencies, as determined by standardized tests, are found to exist.

SHOULD A SPECIAL PROGRAM FOR THE GIFTED BE SET UP?

The educational program for the gifted should fit the situation in the particular school; there is no one best program. If most of the students are taking college preparatory courses, if most of the parents are interested in their children's education, if the classes are fairly small, if the teachers understand the students' needs, and if there are plenty of appropriate materials of instruction, the gifted can be educated admirably in their regular classes. If, however, the opposite conditions prevail, some special provision will have to be made for the gifted.

WHAT SPECIAL PROVISION MAY BE MADE FOR THE GIFTED?

Present provisions for the gifted cover a wide range--from one special library period per week in a conventional school, to a special school for gifted children.

A library period a week In Long Beach, California, pupils having superior reading ability go to the library one period a week. There, the librarian introduces them to books of a certain type--biography, travel, and so forth--and each pupil chooses a book he would like to read. The next week the members of the group discuss the books they have read. The pupils have found this experience thoroughly enjoyable, and it has been conductive to more and wider voluntary reading.

An extra subject Gifted children are often able to carry an extra subject easily. In the elementary school, they may begin the study of a foreign language as early as the third grade. As they grow older, they may enrich their program by an extra course in art, music, typing, shop, or home economics, as well as by advanced work in science, mathematics, history, writing, or other subjects. This type of program is enriching without being burdensome.

A core or block program In a departmentalized program a class of gifted children may be together for two periods with one teacher. This block form of organization offers opportunities for guidance as well as for the integration of ideas from two or more subjects.

A period or two with a special teacher While retarded readers are having special instruction in reading, the gifted children may also meet with a special teacher to engage in activities that are more intellectually stimulating than those offered to them in the ordinary class.

Honors programs in social studies, English, physics, chemistry, and mathematics are offered by some high schools to successful students, usually with IQ's of 130 or more. These advanced programs offer an enriched curriculum.

A half day in a special class In the Major Work Classes in Cleveland, which have been standing the tests of time and evaluation for about twenty-five years, bright children who are bored in regular classes are brought together for half of each school day. During their hours together, they read widely, discuss subjects of current interests, delve into the past, go on excursions, do many kinds of creative work. This is an enriched rather than an accelerated program. The other half of the day they spend with the heterogeneous group in regular school activities.

A gifted section of a grade In a large elementary school, there are enough gifted children in each grade to form a special section. In New York City these IGC's (intellectually gifted classes) offer a special program for children from the first grade on. Above the third grade, admission to these classes requires an IQ of 130 or over, academic achievement above the grade level, emotional and social maturity, and good health. If there are not enough children in a particular grade to form an IGC of about thirty, children with IQ's below 130 may be admitted, but the class is not then designated as an IGC. In the case of schools characterized by low socioeconomic level and low mental ability, the bright children in several schools may be sent to a central school where a special class has been formed. Two problems are associated with this method of segregating the gifted: feelings of inferiority may be engendered in some pupils who are not admitted to the special class; and some parents may exert pressure, which administrators must resist, to have their child placed in the special class regardless of his true ability.

Rapid advance classes In junior high schools, groups of gifted children may be placed in "special progress" classes, where they complete three years of work (seventh, eighth, and ninth grades) in two years. Upon entrance of high school these pupils are placed in the tenth grade. An evaluation of the personal and social adjustment of pupils in these classes showed that they differed but little in these respects from pupils who had not been accelerated.

Advanced college courses High schools have tried various methods of shortening the total educational program for the gifted. Among these methods are accelerated high school programs similar to the junior high school program just described, the offering of college courses during the high school years, the offering of summer college courses to students still in high school, and provision for college entrance at the end of the sophomore year of high school. Although evaluation of the last-mentioned program has indicated generally favorable results in both intellectual and social development, many administrators still feel that enrichment and advanced courses in high school are better than such early entrance to college. However, the apparent success of this program puts a heavy responsibility on the school which retains these youngsters.

Special schools for the gifted. In a special school for the gifted, an enriched educational experience can be offered to children from all parts of a city who give evidence of high abstract verbal facility or other special abilities. For example, children who score high on an individual intelligence test are admitted to the Hunter College Elementary School in New York City. Auditions and other tests are used as a basis for admission to specialized schools of science, music and art, and performing arts.

A combination of these methods--grouping, acceleration, and enrichment--is generally most effective.

PROVISION FOR THE GIFTED IN REGULAR CLASSES

This procedure is gaining favor. If it is to succeed, two conditions are essential: (1) creative teachers who are interested and skilled in individualizing instruction, and (2) materials and equipment appropriate to a wide range of abilities and interests. Studies are being made of schools that are doing a good job of providing for the needs of gifted students in heterogeneous

groups or in some combination of special classes and regular classes. This method involves (1) providing group experiences to be shared by the whole class, (2) setting up subgroups to work on special projects or experiments, and (3) providing for individual activities in which the gifted child may engage from time to time--tutoring other children, serving as teacher of a unit on which he has acquired special knowledge, reading widely, and carrying out individual projects of all kinds. The gifted students themselves will often suggest worth-while and interesting activities. Real enrichment is essential for the education of the gifted in every classroom.

In heterogeneous classes the teacher must guard against wasting the time of gifted pupils with unnecessary instruction, drill, and review; boring them with dull books; making them wait while slower pupils catch up; singling them out in such a way as to make them feel conspicuous.

Individualization of instruction and a wide range of suitable materials are necessary in any group. Each administrator must study these questions: How great a diversity of interests and abilities can my teachers handle under present school conditions? and What further steps can I take to meet the needs of all the children, including the gifted? A widespread experiment should be carried on to see how the level of achievement and social usefulness of all the children can be raised by the best possible instruction.

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GIFTS FOR THE GIFTED THROUGH VOLUNTEERS

FOR SMALL SCHOOLS AND RURAL AREAS

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Abstract: Problems of schools in rural areas are related to the problems of talent search for the gifted in these areas, and to ways for meeting their needs. If a comprehensive model of special education is used in which the major function is specified as "therapy," then the term therapy must include a total community involvement, with therapy viewed as the total impact of education, formal and informal, upon the gifted child. A review is presented of various school and community efforts to provide for the gifted children in small schools and rural areas. Volunteer efforts are highlighted.

Summary of provisions appropriate for gifted students in small schools and rural areas.

A. 1. "Floating period" rotated, with some extended periods each week for individual study.
2. Summer workshops designed uniquely for teachers in small or rural schools.
3. Correspondence courses through universities to extend course offerings.
4. Seminars for able students through the cooperation of nearby colleges.
5. Sharing of teachers (specialists) between nearby districts, including the use of mobile vans with specialized equipment.
6. Amplified conference telephone calls for special teaching courses, with visuals (slides, transparencies, etc.) available at each small class site. This method permits conversations or discussions with a variety of "experts," in addition to the special course teacher.
7. Special programmed instructional units.
8. "Audiobus" equipped with tape-recorded lessons, for listening with headphones during long ride to school.* (Heesacker, 1970)

B. 1. Self-paced progress in business courses. The teacher presents material at the average pace, but students progress through self-checking of workbooks at their own pace, so that an able student may accomplish two years in one.
2. Developmental reading, through independent machine study, to improve speed and comprehension of bright students.
3. Improved library resources, including availability of enrichment slides, transparencies, and tape recordings for independent research of study.
4. Improvement of staff through released-time for inservice or planning and problem-solving. (Support of superintendent, board, and staff necessary for innovative development)

C. 1. Centralization through a regional academic center for the teaching of more specialized academic courses. Staff suggested to be attached to regional vocational centers. (Heldman, 1970)

D. 1. Summer seminars, financed by school and by students. (Porter, 1970)

E. 1. Lay readers program, in which volunteer readers offered commentary on English themes; volunteers from an educated community (65% college graduates).*
2. Library aides program, with "token" pay for high caliber aides from educated community.*

F. 1. Speech class for advanced students, involving creative experiences in non-print media, elementary research, and activities of social and interpersonal concern. (Mitchell, 1970)

G. 1. Summer group-counseling and instructional programs relating to self-understanding, career aspirations, and valuing school; directed toward emergence from underachievement.
2. Weekend exploration trips, visiting natural, industrial, and cultural/intellectual resources and associated resource people.*
3. Gifted in isolated areas exchange places for a week with peers in urban areas.*
4. Summer school for creative leadership, humanistic-social-science values explorations, interdisciplinary classes, cultural experiences, and weekend tours.
5. Community sponsors program, wherein a gifted adult from the community works with a particular child in a special area of interest.*
6. Small groups of pupils work on different subjects at the same time, within the same classroom and with the usual teacher.
7. Two-way radios for offering courses to isolated areas.
8. The possibility of advanced placement courses through correspondence.*
9. Consultant-teacher for the gifted, with extensive inservice education program with staff.
10. Correspondence with other gifted children, with such adults, and with a sponsor or mentor, possibly in association with courses by correspondence.*
11. Access to extended learning kits, data storage, retrieval, and manipulation devices.*

H. 1. Television programs deisgned for transmitting new knowledge and developing the higher thought processes of rural gifted students.
2. Inservice education programs and materials for teachers to aid in the development of television program materials and in the understanding of the educational needs of the gifted. (Dallenbach and DeYoung, 1969)

I. 1. Summer job experience laboratories.*
2. Mobile teaching environments, such as science labs: climate-controlled lab for botany; space science - astronomy lab. Arts and culture lab; music appreciation learning center. Offices for specialists, such as teachers of physical education, music, art, and guidance counselors, etc.
3. Educational television, with programs for school and community education.*
4. Ungraded classes; bright students in elementary school could accomplish skills in 4 of 6 years (then be partially accelerated, or pursue enriched areas during 5-6 years).
5. Traveling symphony presentations.
6. Television programs for preschool children, with follow-up calls by home visitors (persons with some college training; could be trained volunteers.)*
7. Video-taped recordings about different lifestyles, for vocational guidance.
8. Correspondence courses (e.g., from the University of Nebraska) to extend the range of courses available for the academically ambitious or those with diverse interests. (Appalachian Advance, 1969)
9. Upward Bound programs, to motivate the disadvantaged gifted to go to college.
10. High school juniors and seniors trained as teachers' aides.
11. Programs from the N.W. Regional Education Lab: Higher Level Thinking Abilities; Facilitating Inquiry in the Classroom; Interaction Analysis' Questioning Strategies; Systematic and Objective Analysis of Instructional Skills; Interpersonal Decision Making; Cross-age Peer Help; Preparing Educational Training Consultants; Increasing Achievement Motivation (all for inservice training). Self-instructional systems; Basic Electricity; Advanced Mathematics; Physical Science; Space; Plastics; Speech.
12. Programs from McRel being developed: Social Studies Packets; simulated scientific investigations; explorations in Biology.
13. Students work with preschool children in their homes.
14. Student interns placed in community agencies.* (Appalachian Advance, 1971)

J. 1. Special interest day per month (or week, with a choice of topics; special interest choice one week a semester).*
2. Educational community leaders, to mobilize community resources, both human and material.*
3. Special learning center for juniors and seniors, and selected younger students.
4. Instructional design teams to develop self-instructional learning packets for different kinds of students. Include instructional specialist, human relations specialist, prescriber of activities and objectives, media specialists, and evaluator.
5. Community school concept, extended for gifted children's needs
6. Shared services concept, with psychological teams, special education consultants (including consultant for the gifted), subject specialists, central resource and media, business services, etc.

K. 1. Summer programs for gifted children as part of a teacher-training program.* (Gowan, and others, 1969; Bruch, 1970)

L. 1. Specific training about the Gifted and Volunteers in Public Schools Program, Athens, Georgia*

* Provisions which either involve, or could involve volunteer and community efforts.

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   Filmstrip/tapes: "Reach Out and Touch"
   "Mainstreaming: Challenge for the 70's"
   "Special Delivery Systems"
   Audio tape Cassettes: "Canyon Middle School Interview"
   "The Child Who Was Considered Different"
   Articles: "Diagnostic/Prescriptive Teacher"
   "The Harrison School Center -- A Public School -- University Cooperative Resource Program"
   "University of Vermont Consulting Teacher Programs"
   Disabling Labels
   Treatment Signs
   Good Work Puzzles
   Mirror Readings
   Diagnostic Outlines
   Implementation Manual Master

2. Instructional Management Data Bank

Data Bank Guide (6 copies)
Participant Manual master
Game Cards "Retrieval"
16 mm. films (2) - "Multiple Activity Learning Environments"
Programmed Instruction Station
- Data Sheet
- Comparison Activity

Learning Activity Packets Station
- Data Sheet
- Transparencies #1 -- 5
- LAP Self-Check Sheet
- Analysis Activity

Contracts Station
- Data Sheet
- Contracts Study Guide
- The Big Idea Booklet
- Programmed Booklet

Job Sheets Station
- Data Sheet
- Job Sheets Booklet
- Comparison Activity

Learning Center Station
- Data Sheet
- Learning Center Observation Exercise
- Reading Exercise - Shopping Center Booklet
- Filmstrip/tape - "Learning Station Characteristics"

3. Curriculum Data Bank $23.00

Data Bank Guide (6 copies)
Participant Manual master
Audiotape Cassettes: "Elementary Informal Reading Inventory"
"Secondary Informal Reading Inventory"
Transparencies #1 -- 2
Game Cards: "Thinkin' Rummy"

4. Assessment/Evaluation Data Bank $40.00

Data Bank Guide (6 copies)
Participant Manual master
Talking Book: "Speaking of Evaluation" (6 copies)
Audiotape Cassette: "Speaking of Evaluation"
Transparency #1
Behavioral/Performance Objectives Booklet (6 copies)
Appraisal Data Puzzle (2 copies)

5. Learning Styles Data Bank $37.00

Data Bank Guide (6 copies)
Participant Manual master
Filmstrip/tape: "Teaching and Learning With Style"
Transparencies #1 -- 11
Game Cards: "Strategy Sort"

6. Learning Environment Data Bank $41.00

Data Bank Guide (6 copies)
Participant Manual master
Transparencies #1 -- 11
Audiotape Cassette: "Operation Space Talk"
Game Cards: "Slap Stick"
Role Play Labels

7. Communication Data Bank $24.00

Data Bank Guide (6 copies)
Participant Manual master
Filmstrip/tape: "Talking Isn't the Same as Listening"
Game Cards: "Button Sort"

8. Influencing Behavior Data Bank $44.00

Data Bank Guide (6 copies)
Participant Manual master
16 mm. Film: "Looking Closely, Really Seeing"

9. Grading/Reporting Data Bank

Data Bank Guide (6 copies)
Participant Manual master
Filmstrip/tape: "Parent-Teacher Conference"
Report Cards (6)
Packet A
Packet B

Because of the nature of the training program design, you will need to purchase some extra items to use in conjunction with the individual modules. To use any of the modules, you will need to have a Facilitator Manual to give you directions in the use of the materials. The Facilitator Manual is included in the Mainstreaming kit, and will need to be purchased separately if you decide to purchase only Data Bank material. You will need only one Facilitator Manual for use with all materials purchased. The price of the Facilitator Manual is $5.00.

The program uses data on special education students for problem-solving situations. The Student Folders provide this data. The Student Folders are used with all but one of the modules of the training program (Influencing Behavior). You will need only one set of Student Folders for use with all materials purchased. The price for a set of Student Folders (8 Elementary folders and 8 Secondary folders) is $24.00.

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FILMSTRIPS

"The Gifted Child", colorfilmstrips/cassette, $14.95.
Claremont Education Resources
P.O. Box 998
Claremont, Ca 91711

LD "A Walk in Another Pair of Shoes", colorfilmstrips/cassette, $14.95.
CANHC
P.O. Box 4088
Los Angeles, CA 90051

RESOURCE MATERIALS

Bibliographies

Agencies for the Gifted

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Gowan, John C. and others, eds. Creativity; its Educational Implications. Wiley, 1967.

A collection of articles providing an introductory overview of creativity. The editor's intent was "to point out directions that educators must take in order to discover, foster, and restore creative potential in children."

Gowan, John C. and Torrance, E. Paul. Educating the Ablest. F. E. Peacock Pub. Inc., 1971 Paperback book of 32 readings by leaders in the field.

Henry, Nelson B., (Editor). Education for the Gifted. Chicago: University of Chicago Press, 1958.

This book is Part II of the Fifty-Seventh Yearbook of the National Society for the Study of Education. It is a compilation of selections written by many well-known authorities in the field of education and the gifted child. Topics of concern to educators of the gifted are discussed in a scholarly manner.

Hildreth, Gertrude H. Educating Gifted Children at Hunter College Elementary School. New York: Harper and Brothers, 1952.

A report of the work done at an internationally known school for gifted students. Hildreth discusses such topics as organization, objectives, curriculum, school life at Hunter, guidance and adjustment or the achievement, skills, and attitudes of the gifted child.

Hollingworth, Leta. Children Above 180 IQ. Yonkers, New York: World Book Company, 1942. Crosi, Andre. Genius-in-Residence. Prentice-Hall, Inc. Englewood Cliffs, N.J. 1970, $6.95. Mother has written a fascinating story of her son's experiences obtaining an education.

Irwin, T.
"Better schooling for bright youngsters" Parents Mag. 45:40 January, 1970

Isaacs, Ann
"Should the Gifted Pre-School Child be Taught to Read?" Gifted Child Quarterly Vol. 7, No. 2, (Summer 1963) pp. 72-77.

Jacobs, John F. and Cunningham, Myron A.
"Creativity and Intelligence: Their Relation to Peer Acceptance", The Journal of Special Education, Vol. 3, (Fall 1969), pp. 269-273

Jacobs, Lelland
"Books for the Gifted" The Reading Teacher Vol. 16 (May 1963) pp. 429-34

Karowe, Harris E., M.D.
"Giftedness and Creativity", Gifted Child Quarterly, Winter (1963) pp. 165-174

Keating, Daniel P.
Discovering Quantitative Precocity, (1973), 11 pgs. Eric ED 075 971

Kirk, Samuel A.
Educating Exceptional Children. Houghton Mifflin

Kirk, Samuel A. and Weiner, Bluma
Behavior Research on Exceptional Children, The Council for Exceptional Children NEA Washington, DC 1963.

Klemm, E.
"Improving Reading Instructions for the Gifted" Reading Teacher 9:197 A (56)

Klinger, C.
"We're Wasting the Gifted" Todays Ed 58:86 S (69)

Kraus, Philip E.
"The Accelerated", Gifted Child Quarterly, Vol. XCII, No. 1, Spring (1973)

Laffey, James L.
"Some Bright Children Can't Read" PTA Mag. 65:9-11 O (70)

Laycock, Samuel. Gifted Children. New York: Distributed by Row, Peterson and Company, 1958. (A Canadian Publication)

A practical classroom guide on ways to improve the quality of education which gifted children are receiving for both elementary and high school teachers.

Levitin, S.
"What's Good For the Gifted is Good for Everyone" Parents Magazine Vol. 46 (September 1971) pp. 62+

Martinson, Ruth A. Curriculum Enrichment for the Gifted in the Primary Grade. Prentice-Hall, Inc. Englewood Cliffs, New Jersey, 1968.

Practical ideas and philosophy.

Martinson, Ruth A., Hermanson, D., and Banks, G.
Martinson, Ruth A., and Smallenburg, Harry. Guidance in Elementary School. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1958.

Mayne, Lucille
"An Individual Study of the Reading Acceleration of Two K-garten Children", Elementary English, April 1963.

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Mooney, Ross L. and Razik, T.A. eds. Explorations in Creativity. Harper, Row, 1967.

A selection from more than 4200 sources of the best papers of the most dynamic theoreticians and researchers in the creativity field which have hitherto been available only in professional journals. The distinguished contributors represent such fields as genetics, psychology, child development, art, anthropology, and education.

Morgan, Ben
"The Public Schools and the Gifted", Gifted Child Quarterly
Summer 1965

Myers, Garry C., and Myers, C.E.C. How to Help Your Child Succeed in School. Columbus, Ohio, Highlights for Children, Inc., 1953.

National Education Association. The Identification and Education of the Academically Talented Student in the American Secondary School. The Conference Report. Washington, D.C.: 1201 Sixteenth Street, N.W., 1958.

This book is a report of the Washington Conference held by N.E.A. on the academically talented study.

National Education Association, and The National Association of Secondary School Principals. Administration Procedures and School Practices for the Academically Talented Students. Washington, D.C.: 1201 Sixteenth Street, N.W., 1960.

This book gives an excellent discussion of the various administrative procedures one may consider when determining educational programs for academically talented students. Such topics as identification, grouping at the secondary level, enrichment, counseling and guidance, and the administrative challenge are discussed. Descriptions of some of the nation's outstanding programs are given.

North Carolina State Department of Instruction
"Information Concerning the Program for Gifted and Talented Students"
1973 (Division for Exceptional Children)

Petty, Walter
"Critical Reading in the Primary Grades", Elementary English XXXIII
(May 1956) pp. 298-302

Phi Delta Kappan, November 1976 (special issue on the gifted and talented student).

Problems and Issues in Contemporary Education. Scott, Foresman, 1968.

Articles from the Harvard Educational Review and the Teacher College Record on problems of curriculum; learning and thinking; educational technology; problems of teacher performance; the school as a social institution; educational policy and human values. Included are articles against programmed instruction and a comprehensive report on teaching of creativity. Vernon's article on individual differences stresses the need for reduction in heterogeneity. Any grouping should be based on some characteristic which: 1, Is stable and enduring; 2, Can be accurately assessed; 3, Has a major influence on educational progress; 4, Is acceptable to society. An important article is "Managing the "Post Partum" Depression in Creative Individuals". Another is a report of a teachers' institute at San Fernando State College.

Quakenbush, Sylva
"Creative Reading Actitities for the Middle Grades", Ed. 945 312 May 1970.

Raph, Jane Beasley; Goldberg, Miriam; and Passow, A. Harry. Bright Under-Achievers. New York Teachers College Press, 1966.

Problems; review of literature. Provisions for the gifted at Evanston Township and DeWitt Clinton in New York City are thoroughly discussed Appendices include many tables. The philosophy is helpful for parents of underachievers.

Reynolds, Maynard C. Early Admission for Mentally Advanced Children. Washington, D.C.: The Council for Exceptional Children, NEA, 1962.

This publication discusses the pros and cons of early admission to school for gifted children. Included in the bulletin are reports on several early admission programs and a review of research in the area.

Rice, Joseph P. The Gifted - Developing Total Talent. Springfield, Illinois, Charles C. Thomas, 1970

Rice gives appropriate recognition to the multiplicity of talent and the need for looking beyond high IQ to identify giftedness. Academic talent thus becomes only one of several areas of potentiality to be fostered in the schools. Rice's classification of talent include also creative talent, manipulative skills, and the mechanical-technical-industrial complex of skills.

Rice distinguishes between potential and manifest talent. Gifted represents potentiality only -- productive behavior must be developed. Too often educators have assumed that those with sufficient endowment will automatically achieve. Many school programs lack any differential programs for developing high level talent. This point of view that giftedness signifies potentiality puts disocvery talent in its proper perspective -- as a starting point. Development of giftedness needs more emphasis in school programs than identification of the gifted.

Rice's discussions on classification and identification of talent provide useful frameworks upon which practical programs for gifted can be developed. Drawing upon results of attempts to provide for gifted in California, the author includes some developments in this area. His work also includes up-to-date theoretical models with suggestions for implementation as to how these can be applied to curriculum development for gifted. Maslow's self-actualization concept is discussed as an appropriate goal for talent development. The research of Bloom and of Bruner are shown to have particular relevance to curriculum models for the gifted.

The Gifted - Developing Total Talent is comprehensive and current. As the author himself points out is "pedagogical in tone". It is primarily aimed at educators including trainees and practioners in teaching, guidance, and administration.

Rogers, Phyllis
"On Being A Successful Teacher of the Gifted Child", The Gifted Quarterly, Vol. 7-8, (63-64), 194-225.

Role of the Parent of the Mentally Superior Child. Kent, Ohio, Kent State University.

Saboroff, Rose E.
"Challenges in Reading for the Gifted", Elementary English, April, 65.

Schaffer, Charles
"A Psychological Study of 10 Exceptionally Creative Adolescent Girls" Exceptional Children Vol.36 (Feb.1970), pp. 431-441.

Sissman, L.E.
"Innocent Bystander" Atlantic Monthly,(March 1971) pp.34-46

Smith, Donald C. Personal and Social Adjustment of Gifted Adolescents. Washington, D.C.: The Council for Exceptional Children, NEA, 1962.

This is a report of a research study designed to examine similarities and differences found in the personal and cosial adjustment of intellectually gifted and average adolescents.

Strang, Ruth. Helping Your Gifted Child. New York: E.P. Dutton, 1960.

An easily read book covering such topics as the gifted as a preschooler as an elementary schooler and as an adolsecent. The role of the parent in the education of gifted children is also discussed. This is an excellent book for parents.

Stretch, B.
"Cultivating Early Bloomers" 11 Sat Rev 51:79-80 Mr (68)

Strickland, Ruth G.
"Creating a Challenging Classroom Environment", The Reading Teacher Vol.15, (December 1971), pp. 193-197, 201

Strong, Ruth
"Reading Development of Gifted Children", Elementary English Vol.31 (Jan. 1954) pp.35-40

Tannenbaum, Abraham J. Adolescent Attitudes Toward Academic Brilliance. New York: Bureau of Publications, Teachers College, Columbia University, 1962

This book might impress someone as a "doctoral dissertation" of Tannenbaum-very "wordy". However, with a more careful reading ot it, one finds that Dr. Tannenbaum has given a stimulus to the study of the effect which mental superiority has on the social status of its possessor.

Taylor, C.W.
"Special feature on Gifted and Creative" il Todays Ed 57:67-76 (68)

Taylor, Calvin W. Creativity: Progess and Potential. New York, N.Y.: McGraw-Hill Book Co., Inc., 1964

Terman, Lewis and Oden, Melita
The Gifted Group at Mid-Life, Stanford University Press, Stanford, California 1959

Terman, Lewis M. and Oden, Melita. The Gifted Child Grows Up. Genetic Studies of Genius, Vol.IV. Stanford: Stanford University, 1947

An analysis of the education vocational histories and general adjustment of over 1,000 subjects. This book is a follow-up of the major research done in the area of the gifted child.

Terman, Lewis M. and Oden, Melita H. The Gifted Group at Mid-Life. Genetic Studies.

Today's Education, anuary-February 1976. (Special Issue on the gifted and talented student).

Torrance, E. Paul
"Broadening Concpets of Giftedness in the 70s", The Gifted Child Quarterly, Vol.XIV, No.4, (Winter 1970), 199-208.

Torrance, Paul
"Helping Gifted Children Read Creatively", Gifted Child Quarterly, Vol.7 No.8 (Spring 1963) pp 72-77

Torrance, Paul
"What kind of Person Do You Want Your Gifted Child to Become?", The Gifted Quarterly, Vol.7 (Autumn 1963) pp.87-91

Torrance, Paul E.
"The Creative Child", PTA Magazine, Vol.67, (December 1972) pp.24-27

Verbeke, Maurice G. and Karen A.
"Discovery and Inquiry: Their Relevance as Approacher for Teaching the Gifted", Educational Improvement Center April 1972

Watson, C.
"Talent Runs Free at the Twin Cities Institute", American Education Vol.6 (October 1970) pp.3-6

Williams, Thelma E. and Barbe, Walter B.
"Developing Creative Thinking in Gifted Children Through the Reading Program", The Reading Teacher Dec.1961 pp.198-201

Witty, Paul
"The Education of the Gifted and the Creative in the US", The Gifted Child Quarterly Vol.XV, No.2 (Summer 1971) 109-115

Witty, Paul A.
Reading for the Gifted and the Creative Student, International Reading Association Newark, Delaware, 1971

AGENCIES FOR THE GIFTED

FEDERAL LEGISLATION FOR THE GIFTED AND TALENTED

In the Elementary and Secondary Act of 1975 there exists a special provision to provide modest resources for educational purposes that the Congress felt were of special priority. Among these priorities were the education of gifted children. Some funds have thus become available to accomplish some of the following objectives noted in the legislation.

Establish a National Clearinghouse on Gifted and Talented Children and Youth to obtain and disseminate information to the public on gifted children and youth.

Provide grants to each of the states to aid them in the initiation, expansion and improvement of programs for education of gifted from preschool to secondary levels.

Provide grants for a program of training personnel who will be teachers, supervisors, or leadership personnel for education programs for gifted children and youth.

Support research, demonstration, dissemination, etc. specifically devoted to improving educational programs for the gifted.

GIFTED AND TALENTED CHILDREN AND YOUTH:
A SELECTED GUIDE TO RESOURCES FOR INFORMATION,
MATERIALS, AND ASSISTANCE

NATIONAL RESOURCES FOR THE GIFTED AND TALENTED

Office of the Gifted and Talented

Office of the Gifted and Talented
U.S. Office of Education
Washington, D.C. 20202
202/962-4038

The Office of the Gifted and Talented was established in response to the findings fo the 1971 Report to the Congress, Education of the Gifted and Talented.

Each of the ten regional offices of education has personnel with assigned responsibilities in the area of education of the gifted and talented.

Region VIII: Colorado, Montana, North Dakota, South Dakota, Utah, Wyoming
John Runkel
Director, School Systems
U.S. Office of Education, Region VIII
Federal Office Building, Room 9017
1961 Stout Street
Denver, Colorado 80202
303/837-3676

National/State Leadership Training Institute on the Gifted and Talented

National/State Leadership Training Institute
on the Gifted and Talented
316 West Second Street, Suite 708
Los Angeles, California 90012
213/489-7470

This federally funded program aims to provide leadership training and technical assistance to the education of gifted and talented, primarily through state education agencies.

National Clearinghouse for the Gifted and Talented

National Clearinghouse for the Gifted and Talented
The Council for Exceptional Children
1920 Association Drive
Reston, Virginia 22091
703/620-3660

The clearinghouse acquires, synthesizes, and disseminates information relevant to the education of the gifted and talented.

Alliance for Arts Education

Allaince for Arts Education
John F. Kennedy Center for the Performing Arts
2700 F. Street, N.W.
Washington, D.C. 20007
202/254-3250

A project sponsored jointly by the Office of Education and the John F. Kennedy Center for the Performing Arts to coordinate national and regional efforts to develop programs for the talented in the field of the fine arts.

NATIONAL ORGANIZATIONS FOR THE GIFTED AND TALENTED

The Association for the Gifted (TAG)

The Association for the Gifted
The Council for Exceptional Children
1920 Association Drive
Reston, Virginia 22091
703/620-3660

A Division of the Council for Exceptional Children since 1958, the Association for the Gifted (TAG) plays a major part in helping both professionals and parents deal more effectively with the gifted and talented. TAG conducts annual national and regional conferences and provides current information to members and affiliate organizations.

National Association for Gifted Children

National Association for Gifted Children
Route 5, Box 630A
Hot Springs, Arkansas 71901
501/767-2669

A professional organization with membership open to parents, NAGC conducts inservice training and consultation services for schools. The organization also holds an annual conference and publishes The Gifted Child Quarterly.

The Gifted Child Research Institute

The Gifted Child Research Institute
300 West 55th Street
New York, New York 10019

The American Association for the Gifted

The American Association for the Gifted
15 Gramercy Park
New York, New York 10003
212/473-4266

This organization consists of a small group of professional personnel who meet annually to discuss the various problems facing the education of the gifted. They have assisted in publication of texts and articles on the gifted.

The Council of State Directors of Programs for the Gifted

Joyce Runyon, President
The Council of State Directors of Programs for the Gifted
Florida State Department of Education
319 Knott Building
Tallahassee, Florida 32304
904/599-5807

Additional information on other supportive national organizations with specific interests in the gifted and talented, such as MENDA, National Science Foundation, National Endowment for the Humanities, and National Endowment for the Arts, may be obtained by writing to the National Clearinghouse for the Gifted and Talented.

STATE RESOURCES FOR THE GIFTED AND TALENTED

State programs vary considerably in their ability to provide service to the gifted and talented. The states included in the list below were chosen for their ability to provide multiple services.

Northern California

Consultant for Mentally Gifted
California State Department of Education
721 Capitol Mall
Sacramento, California 95814
916/445-4036

Southern California

Consultant for Mentally Gifted
California State Department of Education
214 West First Street, Room 803-A
Los Angeles, California 90012
213/620-4224

Connecticut

Consultant for Gifted and Talented
Connecticut State Department of Education
P.O. Box 2219
Hartford, Connecticut 06115
203/566-2492

Florida

Consultant for the Gifted
Florida State Department of Education
319 Knott Building
Tallahassee, Florida 32304
904/599-5807

Georgia

Consultant for the Gifted
Georgia State Department of Education
State Office Building
Atlanta, Georgia 30334
404/656-2414

Illinois

Director
Programs for the Gifted
Illinois State Office of Public Instruction
316 South Second Street
Springfield, Illinois 62706

Minnesota

Consultant
Gifted and Talented Division
Minnesota State Department of Education
500 Cedar Avenue
St. Paul, Minnesota 55101
612/296-4072

Nebraska

Consultant for Gifted and Talented
Nebraska State Department of Education
233 South Tenth Street
Lincoln, Nebraska 68508
402/471-2477

New York

Consultant
Special Education-Gifted
State Department of Education
Albany, New York 12224
518/474-4973

North Carolina

Gifted Child Section
North Carolina State Department of Public Instruction
Raleigh, North Carolina 27602
919/829-3931

Pennsylvania

Programs for Gifted and Talented
Pennsylvania Department of Education
P.O. Box 911
Harrisburg, Pennsylvania 17126
717/787-4714

Rhode Island

Education for the Gifted
Special Education, Department of Education
Roger Willaims Building
Providence, Rhode Island 02908
401/277-3037

Virginia

Special Education
State Department of Education
Richmond, Virginia 23216
703/770-2674

STATE ORGANIZATIONS FOR THE GIFTED AND TALENTED

A selection of state organizations for the gifted and talented is listed below. Additional information on local county and school organizations may be obtained by writing to the National Clearinghouse for the Gifted and Talented.

California Association for the Gifted
Ruthe Lundy, President
School of Education
California State University at Long Beach
Long Beach, California 90801
213/373-2739

California Parents for the Gifted
Beverly King
5521 Reseda Boulevard, Suite 10
Tarzana, California 91356
213/345-1356

Connecticut Association for the Gifted
Rudolph Polh, President
Southern Connecticut State College
New Haven, Connecticut 06515
203/397-2101

Florida Association for the Gifted
Dorothy A. Sisk
University of Southern Florida
Special Education
Tampa, Florida 33620
813/974-2100

Georgia Association for Gifted Education
Marjorie Hatten, President
P.O. Box 557
Alamo, Georgia 30411

Massachusetts Commission on the Academically Talented
Joseph Plouffe, Chairman
Brockton Public Schools
Brockton, Massachusetts 02403
617/588-7800

Michigan Association for the Academically Talented, Inc.
517 Chamberlain Street
Flushing, Michigan 48433
313/935-8055

Minnesota Council for the Gifted
Barbara Ross
4567 Gaywood Drive
Minnetonka, Minnesota 55331
612/935-8055

Nebraska Association for the Gifted
John Dudley, President
Lincoln Public Schools
Administration Building
Lincoln, Nebraska 68508
402/475-1081, Extension 273

The Gifted Child Society, Inc.
Gina Ginsberg, Executive Secretary
59 Glen Gray Road
Oakland, New Jersey 07436
201/337-7058

Ohio Association for the Gifted
Betty J. McMillan, President
2320 McKinley Avenue
Lakewood, Ohio 44107
216/226-0610

Pennsylvania Association for the Study and Education of the Mentally Gifted
Eugene Hammer, President
Wilkes College
Wilkes-Barre, Pennsylvania 18703
717/824-4651, Extension 279

Texas Association for the Education of the Gifted
E. Beatrice Hall, Executive Director
P.O. Box 547
Austin, Texas 78767
512/472-4963

State Advisory Committee for the Gifted and Talented
Richard Mould
Superintendent of Public Instruction
Division of Curriculum Instruction
Old Capitol Building
Olympia, Washington 98504
206/753-3222